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SERVICE PAPER

MATERIALS FOR SMALL GROUP WORK IN FIRST GRADE READING

Submitted by

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In partial fulfillment of requirements for
the degree of Master of Education

1947

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The writer is deeply indebted to Dr. Helen Blair Sullivan, Associate Professor of Education, at Boston University School of Education, for her invaluable assistance in the preparation of this paper; and to Dr. Helen A. Murphy, Assistant Professor of Education at Boston University School of Education, for her kindness in suggesting the method of procedure.

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CHAPTER I

INTRODUCTION

The purpose of this study was to prepare a set of materials for use with a small-group organization in first grade. One of the results of the wide-spread testing program in schools today has been the acceptance of the fact that children differ. The conscientious teacher has divided her class into three reading groups of varying abilities. However, even with this ability grouping, there are still many children who are not working up to their capacity, and many others who are struggling to keep up.

The small-group organization, in which small groups of children of common needs and abilities work independently with a pupil-leader, has been found to be a most successful solution to the problem of adjusting to individual needs. However, materials for organizing and executing this method are not generally available.

This study will attempt to present a summary of research on individual differences and the necessity for individualized instruction, an outline of procedure for organizing small-group work, a description of the materials involved, and a complete set of these materials compiled by the writer.

CHAPTER I

INTRODUCTION

CHAPTER II

SUMMARY OF PREVIOUS RESEARCH

Perhaps the most significant sign of progress in modern education is the knowledge that children differ in every factor observable in the classroom. Although the application of this thesis to teaching is not yet an accepted practice in the modern school, the idea itself is not a new one. As early as 240 B.C., Plato in his Republic advocated education to fit each one for his task according to his abilities. The lower classes would receive manual training while a select group would be allowed to study further for public life. Aristotle, too, recognized individual variations and used education to develop forms of behavior destined to create good citizens. Rousseau, also, believed that each child had his own "cast of mind" in accordance with which he must be directed. (1)

The foregoing, however, were merely observation and conjecture. In the late nineteenth century, Francis Galton, originator of the study of eugenics, was the author of the first measure of intelligence, by which conjecture was abolished and scientific data on intelligence might be obtained. In 1890, Cattell's tests appeared which refined the measure further to test memory, imagery, visual and auditory acuity, color vision, color preferences, sensitivity to pain and accuracy of movement.

But it remained for Binet in 1904 to produce the first test to

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(1) Freeman, Frank, Individual Differences (New York: Henry Holt & Company, 1934)

measure differences - namely, differences in mentality, in degree of brightness or dullness, in levels of development and in 1908 to give us the concept of the Mental Age. Educators now had scientific instruments by which they found, not only differences, but in what areas these differences lay.

Even though the classroom teacher is well aware of these differences through daily observation in her classroom, she may find further proof by examining the results of such standard tests of intelligence or achievement. For example, in a study of 1000 first grade children given the Stanford-Binet Intelligence Test, Terman (2) reports the following data on 150 of the children:

(a) Mental age ranged from 3 years to 11 years

(b) 38% had a mental age below 6 years

(c) 27% had a mental age below $5\frac{1}{2}$ years

(d) 10% had a mental age above $7\frac{1}{2}$ years

(e) The I. Q.'s ranged from 45 to 145

Although such research may have shown us that children do differ, our next concern is how do they differ and in what ways are they not alike.

Research has pointed out that children differ in mental age and intelligent quotient because they come to the classroom with different heredity, environment, physical make-up, and racial background.

Heredity

The effect of heredity versus environment on the individual has

(2) Terman, L. M., Intelligence of School Children (Boston: Houghton-Mifflin Company, 1919), Ch. 4

measure <u>difference</u> - namely, differences in mentality, in degree of brightness or dullness, in levels of development and in 1908 to give us the concept of the Mental Age. Educators now had scientific instruments by which they found, not only differences, but in what areas these differences lay.

Even though the classroom teacher is well aware of these differences through daily observation in her classroom, she may find further proof by examining the results of such standard tests of intelligence or achievement. For example, in a study of 1000 first grade children given the Stanford-Binet Intelligence Test, Terman (2) reports the following data on 180 of the children:

(a) Mental age ranged from 3 years to 11 years

(b) 3% had a mental age below 4 years

(c) 27% had a mental age below 5½ years

(d) 10% had a mental age above 7½ years

(e) The I. Q.'s ranged from 45 to 145

Although such research may have shown us that children do differ, our next concern is how do they differ and in what ways are they not alike.

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long been a controversial issue in education, and countless studies have been carried out to determine which exerts the greater influence. Because one is never present without the other, it is difficult to reach a definite conclusion. To ascertain the importance of heredity, Thorndike tested sibling by the Institute of Educational Research tests (Selective, Relational Thinking, Generalization, and Organization), and reported, "On the whole, then, we conclude that the resemblance of siblings in the ability measured by the Institute of Educational Research (Selective, Relational Thinking, Generalization, and Organization) test is near .60." (3) Whether this relationship may be due in part to a good environment is a question that makes the measurement of the influence of heredity and environment a difficult one. Pintner, too, found the correlation of intelligence to be .78 for twins, .51 for siblings, and .31 for cousins which would seem to indicate that heredity exerts a marked influence. (4) Agreement with these figures is shown by Pearson's results of testing nature versus nurture. His conclusion was that the coefficient for heredity as opposed to environment was as .51 is to .03. He says, "I think it is quite safe to say that the influence of environment is not one-fifth that of heredity and quite possibly not one-tenth." (5)

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(3) Thorndike, E. L., "Resemblance of Siblings in Intelligence," 27th Yearbook, National Society for the Study of Education (Public School Publishing Company, Bloomington, Illinois.

(4) Pintner, R., The Individual in School (Worcester, Massachusetts: Clark University Press, 1929).

(5) Pearson, K., Nature and Nurture (Eugenics Laboratory Lecture: Section 6).

Environment

That environment does, however, influence intelligence, is demonstrated by Freeman et altera who summarized the results of intelligence tests of children placed in foster homes. The following significant factors appeared:

(a) The group tested before and after placement in a foster home showed improvement in intelligence when placed in a good home.

(b) Two groups of siblings were tested - one from better foster homes and one from poorer. The mean I.Q. of the group from poor homes was 86, from better homes, 95.

(c) Two unrelated children reared in the same foster home were similar in intelligence by a correlation from .25 to .37.

(d) A large percentage of foster children had defective parents, but in the foster homes these children tested average.

(e) Twenty-six children were of feeble-minded parents. After being placed in foster homes, the average I.Q. was 81, which is lower than average, but higher than the Mendelian Law would lead us to expect. Here is a case in which both nature and nurture are being felt. (6)

To summarize the influence of the two factors, Burks studied the influence of both nature and nurture on mental development, and lists the following conclusions:

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(6) Freeman, F. N., Holzinger, K. J., Mitchell, B. C., "Influence of Environment on Intelligence," 27th Yearbook, National Society for the Study of Education, (Bloomington, Illinois: Public School Publishing Company), p. 209.

(a) The home environment contributes about 17% of the variance in I.Q.

(b) Parental intelligence alone accounts for about 33%.

(c) The total contribution of heredity is not far from 75 to 80%.

(d) The maximal contribution of the best home environment is apparently about twenty I.Q. points. (7)

The important consideration here is not which factor exerts the greater influence but the fact that both are influential to intelligence.

Physical Conditions

The physical defects of a child we cannot change, but the teacher ought to know whether these conditions will affect his achievement. Hoefer and Hardy, in a study to determine the influence of improvement in physical condition to intelligence, revealed that there was a consistent tendency for a child in better physical condition to have higher ratings in intelligence and educational achievement. The initial superiority of those in good physical condition over those in a fair general condition as shown by differences in mental age increased five times. (8)

Race

In determining the causes of individual differences, much research

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(7) Burks, Barbara, "Relative Influence of Nature and Nurture Upon Mental Development," 27th Yearbook, op. cit., p. 201.

(8) Hoefer, C., Hardy, M. C., "The Influence of the Improvement in Physical Condition on Intelligence and Educational Achievement," 27th Yearbook, National Society for the Study of Education, op. cit.

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has been done on racial background of the child as it affects his intelligence. In these studies, as in studies of nature versus nurture, there is little conclusive evidence, as children of foreign-born parentage tend to come from poorer environments and have a further handicap of a language confusion. Klineberg found the following scores from Binet tests on foreign population:

(a) Negro mean I.Q. was 83 to 99, but Northern Negroes tested higher than Southern Negroes on Army alpha tests.

(b) Italian mean I.Q. was 76 to 100.

(c) American Indian mean I.Q. was 70 to 90.

(d) Polish mean I.Q. was slightly lower. (9)

However, environment was not controlled, and it was further proven that inferiority was lowered when language tests were omitted.

The foregoing studies on how individuals vary in intelligence and how physical condition, heredity, environment and racial background affect these differences, should be evidence enough to the classroom teacher that she must adjust her procedure to meet these varying abilities.

Application to First Grade Reading

That there are many variations in the classroom, all teachers will readily admit. That the class should be divided into at least three reading groups to meet the needs of bright, average and dull pupils, most teachers will admit. But even this grouping may soon lead to dangerous results. Often the work is not differentiated between the three groups.

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(9) Klineberg, Otto, Race Differences (New York: Harper & Brothers, 1935), p. 153.

The same material is presented to each group with differences only in the date of presentation. Realizing the nature of the bright and dull child, we can foresee the effect of such an organization would have on each. The slow child requires more stimulation of interest by the teacher, larger number of lessons to cultivate correct habits and attitudes, and a larger selection of material for class use. The bright child needs fewer lessons for mastery of fundamentals, a larger number of self-directed exercises, an earlier introduction to printed material. (10)

The effect of inadequate grouping on these two types is disastrous. The slow child is struggling to keep up with his group, finds that he cannot, is letting other children do his work, thereby losing confidence and becoming sullen. The bright child, on the other hand, is forming lazy habits, is becoming slack, and does only superficial work on material which is so easy for him that he has become bored. (11)

That teachers fail to provide for these children is illustrated by Terman who points out, "In the average city, approximately one-fourth of the pupils fail of promotion at the end of the first year." (12)

Why have they failed? In Detroit, 83 cases of reading difficulties were studied, and Whipple found the following reasons for difficulties:

(a) Use of inappropriate reading materials.....76 cases

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(10) Sutherland, A. A., "Factors Causing Maladjustment of School to the Individual," 24th Yearbook, National Society for the Study of Education (Bloomington, Illinois: Public School Publishing Company), pp. 1-30.

(11) Theisen, W. W., "A Program of Reading Instruction," op. cit. p. 41.

(12) Terman, L. M., op. cit. p. 42.

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(12) Terman, L. M., op. cit. p. 42.

(b) Uncorrected physical defects.....44 cases

(c) Insufficient rest.....42 cases

(d) Physical handicaps.....42 cases

(e) Poor diet.....37 cases

(f) Emotional disturbance.....33 cases

(g) Poor home environment.....32 cases

(h) Gaps in schooling.....29 cases

(i) Inferior language development.....23 cases (13)

It is apparent that "use of inappropriate reading materials" was the most common cause of failure. We may interpret it as meaning that bright children were given work too easy for them and had to sit through many repetitions which they did not need, while the slow child was struggling to keep up to the group and was being presented too many words for his rate of progress.

Ability grouping would seem to be the only answer to this situation. Boyer asserts that, "If we accept the grade organization as we find it in most schools.....there are many advantages to be gained from further ability groupings within the grade." (14) Durrell states, "Usually the best method of meeting individual differences is through work with small groups in the regular classroom.....The technique suggested has been used by several hundred teachers and its effectiveness measured. Tests of

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(13) Whipple, A., "Remedial Programs in Relation to Basic Programs of Reading," Elementary School Journal, 44: 525-35.

(14) Boyer, Philip A., "The Administration of Learning Groups in Elementary Schools," 35th Yearbook, National Society for the Study of Education (Bloomington, Illinois: Public School Publishing Company) p. 191.

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(13) Whipple, A., "Remedial Programs in Relation to Basic Programs of Reading." Elementary School Journal, 44: 528-35.

(14) Boyer, Philip A., "The Administration of Learning Groups in Elementary Schools," 35th Yearbook, National Society for the Study of Education (Bloomington, Illinois: Public School Publishing Company) p. 121.

reading achievement usually revealed that the gain in classes so taught was about 50% more than that resulting from two-three levels of grouping." (15)

The children in such a situation should be grouped on the bases of needs, interests, and learning rate. "Before a teacher can do efficient work with a reading class, she needs to know what problem she is meeting and what defects must be remedied." (16)

To determine the needs and abilities of a group, Durrell (17) suggests an analysis of pupils' abilities based on an analysis chart. (18) It is assumed that the child has already been given a standard test of intelligence and achievement and the results of these are featured prominently in her analysis. A third test of great value in grouping the class is the "learning-rate" test. (19) In this test, the teacher selects ten words which are two years above the grade level.....some easily enriched, some difficult to enrich, some phonetic, some non-phonetic. She begins the first thing in the morning and teaches these words to her fast group first for twenty minutes, presenting them as she would present any new words. She then teaches the average group and the slow group in the

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(15) Durrell, Donald D., Improvement of Basic Reading Abilities (Yonkers-on-Hudson, New York: World Book Company, 1940), pp. 67-73.

(16) Theisen, W. W., "Factors Affecting Results in Primary Reading," 20th Yearbook, National Society for the Study of Education, Part 2 (Bloomington, Illinois: Public School Publishing Company), pp. 1-24.

(17) Durrell, Donald D., op. cit.

(18) See appendix

(19) Murphy, Helen A., "Providing for Individual Needs in Primary Reading," paper, 1944 (Row, Peterson & Company)

(15) Durrell, Donald D., Improvement of Basic Reading Abilities (Yonkers-on-Hudson, New York: World Book Company, 1940), pp. 87-13.

(16) Theisen, W. W., "Factors Affecting Results in Primary Reading," 20th Yearbook, National Society for the Study of Education, Part 2 (Bloomington, Illinois: Public School Publishing Company), pp. 1-24.

(17) Durrell, Donald D., op. cit.

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same manner. One hour after teaching, she tests the children individually, using flash-cards. She tests again at the beginning of the afternoon session, and again at the end of the day. The average of the three scores will be the child's "rate", that is, the number of words he can retain each day.

Assuming that the teacher recognizes that individual differences do exist, what they are, what causes them, and that they must be met with differentiated instruction, she has now classified her pupils according to standard tests, an informal reading analysis, and a learning-rate test. Her next job is to prepare and organize materials for her small-group organization. An outline of the procedure for this plan and of the materials which are to accompany it will be found in the following chapters.

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CHAPTER III

METHOD OF PROCEDURE IN SMALL GROUP ORGANIZATION

Group 1	Group 2	Group 3	Group 4
Oral	Teacher	Comprehension Check	Tachisto-scope
Tachisto-scope	Comprehension Check	Silent	Teacher
Teacher	Oral	Tachisto-scope	Silent
Comprehension Check	Tachisto-scope	Teacher	Oral
Silent	Silent	Oral	Comprehension Check
Game	Game	Game	Game

Time: Sixty Minutes

The preceding chart describes the organization of the classroom under the small group work plan. The following ten steps will attempt to outline the method by which the first grade teacher arrives at such a schedule:

(1) Divide the class into four groups. (This is an arbitrary figure for use in this particular study.) Groups may be classified as superior, above average, average, slow.

(2) No more than six children should be in the slow group. No more than eight in the average group.

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Silent	Silent	Oral	Comprehension Check
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(1) Divide the class into four groups. (This is an arbitrary figure for use in this particular study.) Groups may be classified as superior, above average, average, slow.

(2) No more than six children should be in the slow group. No more than eight in the average group.

(3) Begin gradually. Organize the superior group first. The teacher may act as group leader for one or two days to describe the schedule. Then she chooses a pupil leader who has observed her method.

(4) The group leader is given a job sheet on which is listed the outline for the day's work. He also has books for silent reading, an individual comprehension check for each child, a tachistoscope for word drill, the book for oral reading with length of passages to be read marked off, and a word game for the end of the period.

(5) When this group is working efficiently alone, the teacher begins the second group, a few weeks later the average group, and later, at her discretion, she may try the slow group.

(6) Every child should have a chance to be group leader. One child should be leader for a week.

(7) Job sheets and all material should be permanent.

(8) During the teacher's period with the group each day, she may present new words, word enrichment, and word drills.

(9) One month's material should be prepared ahead before beginning.

(10) The plan may be used once in the morning and once in the afternoon.

With a successful small group organization, each child should be busy at reading activities for a full hour. No longer will a child finish his seatwork early and spend time looking at picture books waiting for a group which is reading with the teacher. He will be working at his own level and thereby should be gaining independence of work habits and security.

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CHAPTER IV

DESCRIPTION OF MATERIALS

The materials described herein were prepared to accompany the first-grade primer, Jim and Judy. (20) However, the principles and techniques involved may be used in a similar manner with any reading system.

(1) Materials for the Teacher's Period

The preparatory workbook which accompanies the Gates-Huber primer is excellent material for the teacher's presentation of new words. Before reading each section of the primer, the pupils must complete exercises using their new vocabulary which will appear in that section. The teacher can conveniently use this material in her presentation of new vocabulary, while the exercises will provide additional seatwork for the children.

In addition to this material, a complete list of phrases covering the entire primer has been selected for drill. "The need for improvement in phrase reading is indicated by word-by-word reading, many eye movements per line, an expressionless voice, and a slow rate.....When exercises are given to speed up recognition, phrase reading improves naturally without further help.....The exercises should be followed by their immediate use in the succeeding reading lesson." (21) The child should not only be able to read the phrase fluently on the card, but, to aid in transfer to the page, he should also find it there and "frame" it with his fingers.

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(20) Gates, Arthur, Huber, Miriam, Peardon, Celeste, Jim and Judy (New York: The Macmillan Company, 1939).

(21) Durrell, Donald, op. cit., p. 127.

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(20) Gates, Arthur, Huber, Miriam, Peardon, Celeste, Jim and Judy (New York: The Macmillan Company, 1938).

(21) Durrell, Donald, op. cit., p. 127.

(2) Materials for Oral Reading

The material used for this study is the primer Jim and Judy (22), but any basal reader may be used in a similar situation. The pupil leader is given the numbers of the pages to be read for the day, and passages may be marked off in the lengths desired.

(3) Materials for Silent Reading

The Gates-Huber primer is divided into four units. At the conclusion of each unit a supplementary reader is read which contains the same vocabulary as the unit in the primer, with the addition of only a few new words. These unitary readers may be used as excellent silent reading material. They are as follows:

a. Surprise Box follows Unit One (23)

b. In Came Pinky follows Unit Two (24)

c. The Painted Calf follows Unit Three (25)

d. Bruce and Barbara follows Unit Four (26)

(4) Materials for Tachistoscopic Drill

The tachistoscope is one of the most efficacious methods of quick

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(22) Gates, Arthur, op. cit.

(23) Gates, Arthur, Peardon, Celeste, Surprise Box (The Macmillan Company, 1939).

(24) Gates, Arthur, Peardon, Celeste, In Came Pinky (The Macmillan Company, 1939).

(25) Gates, Arthur, Peardon, Celeste, The Painted Calf (The Macmillan Company, 1939).

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d. Bruce and Barbara follows Unit Four (26)

(4) Materials for Tachistoscopic Drill

The tachistoscope is one of the most efficacious methods of quick

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(22) Gates, Arthur, op. cit.

(23) Gates, Arthur, Peardon, Celeste, Surprise Box (The Macmillan Company, 1932).

(24) Gates, Arthur, Peardon, Celeste, In Came Pinky (The Macmillan Company, 1932).

(25) Gates, Arthur, Peardon, Celeste, The Painted Calf (The Macmillan Company, 1932).

(26) Gates, Arthur, Peardon, Celeste, Bruce and Barbara (The Macmillan Company, 1932).

word recall. "If a word is to be read smoothly in phrases, it must be recognized accurately in one-tenth of a second or less.....For testing recognition, a quick-flash device, such as a word or phrase tachistoscope, is desirable." (27) The words are written on a card and inserted into a folded card with a small hole cut in it. A shutter-device exposes the word through this hole for a fraction of a second during which the word should be recognized if it has been properly retained.

If possible, one tachistoscope should be provided for each two children in order that they may test each other. Words failed should be listed for further study. (28)

(5) Materials for Comprehension Checks

Perhaps no phase of reading causes more concern to the first grade teacher than comprehension checks or seatwork. To keep an active child busy and quiet on meaningful and educational material is an important art of the primary grade teacher. The following standards of seatwork, which will prevent it from becoming mere "busy work", are worthy of mention:

a. Seatwork exercises must teach. They should provide practice that gives aid in getting some reading ability taught.
b. They must teach a reading ability that is important for the child to acquire.
c. All seatwork exercises must be related closely to other reading activities.

(27) Durrell, Donald, op. cit., p. 177.

(28) See Appendix

(27) Durrell, Donald, op. cit., p. 177.

(28) See Appendix

d. A seatwork ability should center upon an ability which the child has not yet mastered.

e. All seatwork exercises should emphasize meaning or thought-getting in the sense that they provide an adequate check on comprehension. (29)

In accordance with these standards, the comprehension checks prepared for small-group work with Jim and Judy have been written to teach the reading abilities of comprehension and word recognition. They are all related entirely to the reading activities in the primer. They are centered on material which has not been entirely mastered, namely, vocabulary, and they are prepared to check the comprehension of the material read.

The following list of seatwork activities, compiled by McKee, includes those used for comprehension checks in this study:

a. Multiple choice questions

b. Yes and No questions

c. Matching word to correct phrase

d. Drawing pictures according to directions

e. Completion questions - cut out and paste correct answers in the blanks

f. Answer questions - find answers in the book

g. Vocabulary drill - fill blanks with one of two similar words: "Chicken, Children" "Horse, House" (30)

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(29) McKee, Paul, Reading and Literature in the Elementary School (Boston: Houghton-Mifflin Company, 1934).

(30) Ibid.

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(29) McKee, Paul, *Reading and Literature in the Elementary School* (Boston: Houghton-Mifflin Company, 1934).

(30) Ibid.

(6) Materials for Games

The three games included for use in this study are "Fish", "Beano", and "I Am Thinking of a Word". Directions for playing these games are as follows:

a. Fish: The game is played with a pack of approximately thirty cards which represents fifteen vocabulary words printed in duplicate. The pack is shuffled and five cards are dealt to each player. The remaining cards are laid face down between the players. The aim of the game is to make pairs of words and see who goes out first. The players match any cards they can in their hand and lay them down in pairs. They then take turns asking each other for the mate to a single card in their hand. If the partner does not hold this card, he tells his opponent to "Go Fish". The first one to match all the cards in his hand is the winner.

b. Beano: This is an adaptation of the popular game of the same name. Each child has a Beano card on which are arranged twenty-four words with the center space marked Free. Each player receives a handful of colored counters and may begin by placing one counter over the Free space. Then as the caller calls out the words naming the column in which it appears, the child covers that word if it appears in the correct column on his card. The first one to have covered five spaces in a row, either horizontally, vertically, or diagonally is the winner. He then reads

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off his row of five, and the caller checks with a card of his own to see if the child is correct.

c. I Am Thinking of a Word: This is merely a variation of a guessing game. Ten words are lined up on the chalk tray on flash cards. One child is chosen as teacher, and chooses a word. The others try to guess it. Each time they try to guess it, they must touch the card to insure correct recognition. The one who guesses it first may be next "teacher".

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CHAPTER V

SUGGESTIONS FOR FURTHER RESEARCH

1. A study experimentally conducted in a first-grade classroom to determine the results of small-group work as opposed to the traditional reading organization.

2. A study conducted to determine whether this type of small-group organization achieves better results with an advanced or slow group.

3. A study conducted in a similar manner with materials from another reading system.

4. A study conducted using small-group organization in an upper grade.

5. Exercises in small-group work adapted to another area of work - arithmetic, social studies, etc.

6. Exercises to follow the ones presented herein to accompany the First Reader of this series.

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APPENDIX

Materials presented herein for use with small-group work in first grade reading have been built to accompany the Gates-Huber primer, Jim and Judy. (31) For purposes of this study, the writer has divided the book into four sections, and it may be assumed that the low group -- Group I -- will be reading in the first section, Group II in the second section, Group III in the third section, and Group IV in the final section of the book. In this way, the reader may be able to visualize four groups working simultaneously at four different levels.

The following materials include for each group job sheets for one week, comprehension checks for one week, a sample Beano sheet, and a list of phrases to be used on flash cards.

The Durrell-Sullivan "Analysis of Classroom Abilities", directions for making a tachistoscope, and a sample tachistoscope have also been included.

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(31) Gates, Arthur, *Jim and Judy*, op. cit.

Job Sheets - Group I

Monday	Tuesday	Wednesday
1. Oral - Jim & Judy pp. 3-6 / 2. Tachistoscope 3. Teacher 4. Comprehension Check 5. Silent reading - Now We Go Again, pp. 2-6 6. Fish	1. Teacher 2. Comprehension Check 3. Oral - Jim & Judy. pp 7-16 4. Silent reading - Now We Go Again pp 7-11 5. Tachistoscope 6. Beano	1. Comprehension Check 2. Silent reading Now We Go Again pp11-17 3 Tachistoscope 4 Teacher 5. Oral - Jim - Judy pp. 17 - 24. 6. "I am Thinking of a Word"
Thursday	**Friday**	
1. Tachistoscope 2. Teacher 3 Oral - Jim & Judy. pp. 24-27 4 Comprehension Check 5. Silent reading - Now We Go Again, pp 18-22 6. Fish	1. Silent reading - Now We Go Again pp 22-26 2. Oral. Jim & Judy. pp 28-31 3. Comprehension Check 4. Tachistoscope 5. Teacher 6. Beano	

Comprehension Check - Group I - Monday

Tomorrow is Judy's _____

Father and Jim make a _____

Father cut out the _____

They cut out a hay _____

Then Jim and Father _____

They laughed and _____

The toy horse is _____

The farmer wants to _____

ready	birthday	farm
horse	laughed	painted
wagon	farmer	ride
	hay	

Comprehension Check- Group I- Tuesday

Jim went to

Farmer Faster Father

Tomorrow is Judy's

birthday baby present

Judy wants a

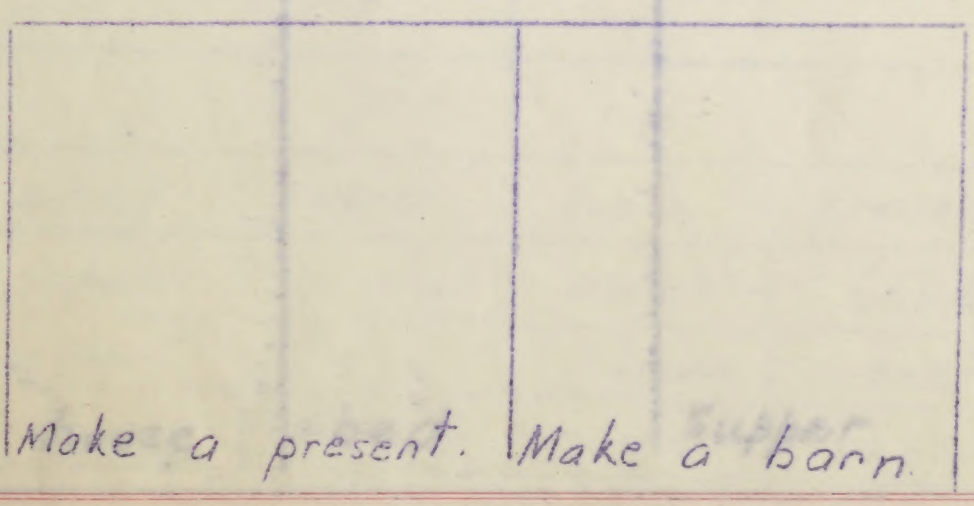
birthday present painted

I am will make a toy

farm barn fun

Judy likes

boys too toys



Comprehension Check- Group I- Tuesday

Jim went to

Former Foster Father

Tomorrow is Today's

Birthday Bobby present

Today wants a

birthday present painted

Farmer's Make a toy

Farm Barn fun

Boys toys

Comprehension Check - Group I - Wednesday

The farmer wants a	ready
Make a house for the	house
The house is	farmer

Put the house on the	calf
Jim cut out a	farm
It is a surprise for	Judy

The farmer wants a	time
It is supper	tomorrow
Judy's birthday is	fun
We will have	barn

farm house	bed	Supper

Comprehension Check - Group 2 - Wednesday

The Farmer wants to ride

Make a house for the house

The House is Farmer

Put the House on the calf

Tim Cut out a Farm

It is a surprise for Teddy

The Farmer wants a Tim

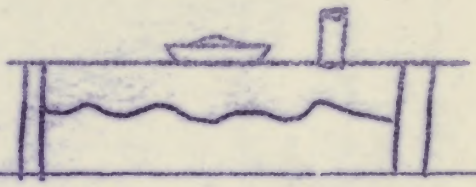
It is Supper Tomorrow

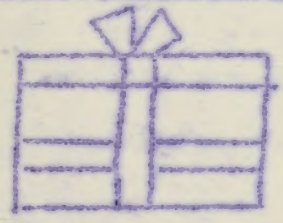
Teddy's birthday is Two

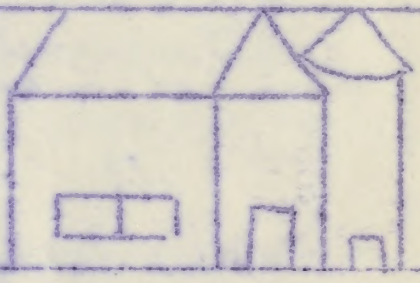
He will have born

Farm House | bed | Supper

Comprehension Check - Group I - Thursday







wheel	Supper	born	present
Supper	present	wheel	barn
present	barn	Supper	wheel
barn	wheel	present	supper

Comprehension Check - Group x - Friday

present

toys

house

box

stick

wheels

Comprehension Check- Group I- Friday

present toys

house box

stick wheels

B	E	A	N	O
toy	one	wheel	barn	toy
wheel	toy	one	toy	wheel
house	house	FREE	one	barn
barn	barn	toy	house	one
one	wheel	barn	wheel	house

Sample Beano sheet - Group I
Others have same words in various order.

PHRASES

(Note: To be lettered with black crayon on 12"x 2" oak-tag.)

GROUP I -- Pages 3-31

Monday

went to Father

is Judy's birthday

a present for Judy

likes birthday presents

a toy farm

Tuesday

a toy farmer

a toy wagon

and cut the farm

and they painted

on the horse

Wednesday

went to Mother

make a wagon

get a box

wheels for the wagon

painted the box red

Thursday

got a stick

pull the wagon

with the stick

wagon is ready

jumped right into

Friday

laughed and laughed

is all red

away red rags

Judy and Mother

Red Tags

Job Sheets - Group II

Monday

1. Teacher
2. Comp. Check
3. Oral - Jim + Judy, 33-38
4. Tachistoscope
5. Silent Surprise Box, 1-6
6. Beano

Tuesday

1. Comp. Check
2. Silent - Surprise Box, 6-12
3. Tachistoscope
4. Teacher
5. Oral - Jim + Judy, 39-44
6. "I am Thinking of a Word"

Wednesday

1. Tachistoscope
2. Teacher
3. Oral - Jim + Judy, 46-52
4. Comp. Check
5. Silent - Surprise Box, 18-22
6. Fish

Thursday

1. Oral - Jim + Judy, 53-57
2. Tachistoscope
3. Teacher
4. Comp. Check
5. Silent - Surprise Box, 23-27
6. Beano

Friday

1. Silent - Surprise Box 28-32
2. Oral - Jim + Judy, 58-61
3. Tachistoscope
4. Teacher
5. Comp. Check
6. Fish

Comprehension Check- Group II- Monday

Jim said, "I like this _____

I can pull with this _____

Judy said, "I like this _____

I can pull the hay _____

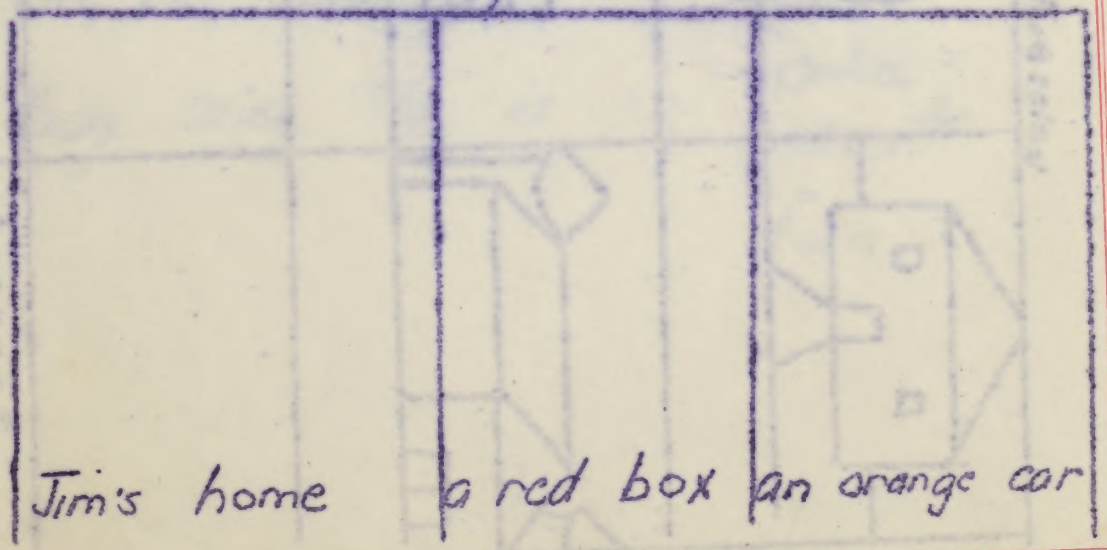
Mother said, "I have a _____

Jim and Judy jumped in the _____

Now it is time to go _____

They ran in the _____

Stick	car	farm
wagon	home	wagon
house	surprise	horse



Comprehension Check- Group II- Monday

Tim said, "I like this _____

I can pull with this _____

Judy said, "I like this _____

I can pull the key _____

Mother said, "I have a _____

Tim and Judy jumped in the _____

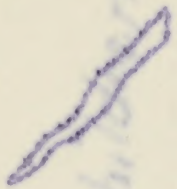
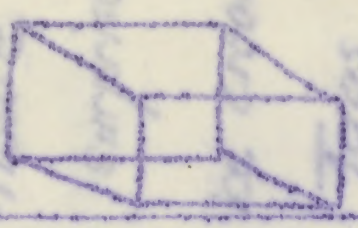
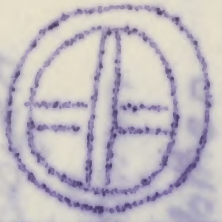
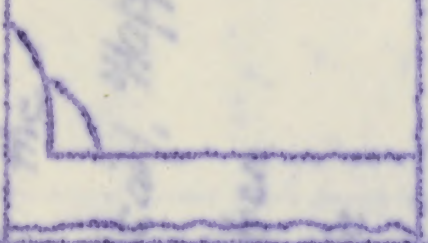
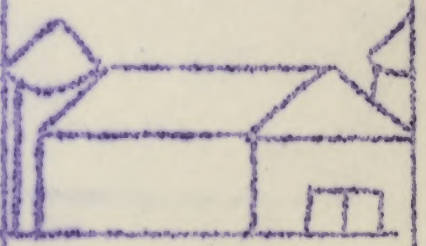
Now it is time to go _____

They ran in the _____

Stick	car	farm
wagon	home	walk
house	sleeping	horse

Tim's home a red box fan orange car

Comprehension Check- Group I - Tuesday

			
1			
wheel	house	bed	present
barn	one	box	stick

Comprehension Check- Group II- Wednesday

They ran in the
We want the
They saw all the
The children said, "Happy
Then the children
Time to have
Ice cream and
Up jumped
"No, no," said
Judy said, "This is

children
birthday
house
surprise
ice cream
Tags
played
farm
Mother
cake
present
fun

Comprehension Check- Group 2- Nicole Kelly

They ran in the	children
He want the	birthday
They saw all the	house
The children said, "Happy	surprise
Then the children	ice cream
Time to have	Toys
Ice cream and	played
Up jumped	from
He, no said	mother
Lady said, "This is	cake
	present
	fun

Comprehension Check - Group II - Thurs.

Judy's toy farm	Jims red wagon
two blue wheels	a big stick
ice cream	birthday cake

Comprehension Check - Group II - Friday

Jim threw a

stick still slick

Jim said, "Look

us up on

See the

airport airplane apple

Tags ran

father farmer faster

Tags is not

puppy happy apple

Jim painted the airplane

blue yellow red

Is the airplane

ready right ride

Tags will like this

people pretty present

Comprehension Check - Group 2 - Friday

Tim threw a

stick still stick

Tim said, "look

is up on

See the

airport airplane apple

hops run

Robin former Jester

Tags is not

Puppy Poppy apple

Tim painted the airplane

blue yellow red

Is the airplane

ready right ride

Tags will like this present

people pretty present

B	E	A	N	O
airport	saw	happy	thank	children
saw	children	saw	airport	happy
children	happy	FREE	saw	saw
thank	airport	children	happy	airport
happy	thank	thank	children	thank

Sample Beano Sheet - Group II

ERASE---GROUP II---Pages 23-61

Monday

Happy birthday

Thank you

have a present

a good stick

a good team

Tuesday

want the surprise

all the children

time to have ice cream

ice cream and cake

children went home

Wednesday

threw a stick

look up

wants the airplane

is not happy

little toy wagon

Thursday

run to Father

have a surprise

can not ride

got the toy airplane

fun for dogs

Friday

into the house

ride in an airplane

to the airport

time for bed

cake for supper

Listen for words	
In our party	
Make the sentence	
Look it	
Where's water	
Telephone	
Mixture went home	
See cream and cake	
Come to have tea please	
Cut the muffins	
Have the sandwiches	
Dessert	
A good time	
A good dream	
A good bride	
Have a freight	
Have tea	
Empty increase	
Weather	

	Exercise - Book II - Page 39-41
	Telephone
	Have a sandwiches
	Ask to bridge
	Ask the bride
	Dessert
	Help the house
	Like to be elephone
	To the hospital
	Take tea bag
	Sour for water

Job Sheets - Group III

Monday

1. Comp. Check
2. Silent - In Came Pinky, 1-7
3. Tachistoscope
4. Teacher
5. Oral - Jim & Judy 63-67
6. "I am Thinking of a word"

Tuesday

1. Tachistoscope
2. Teacher
3. Oral - Jim & Judy 67-72
4. Comp. Check
5. Silent - In Came Pinky, 8-12
6. Beano

Wednesday

1. Oral - Jim & Judy, 72-79
2. Tachistoscope
3. Teacher
4. Comp. Check
5. Silent - In Came Pinky. 19-24
6. Beano

Thursday

1. Teacher
2. Comp. Check
3. Oral - Jim & Judy 80-84
4. Tachistoscope
5. Silent - In Came Pinky, 19-24
6. Beano

Friday

1. Silent - In Came Pinky.. 25-30
2. Oral - Jim & Judy. 85-91
3. Tachistoscope
4. Teacher
5. Comp. Check
6. Fish

Comprehension Check - Group III - Monday

Jim and Judy went	a little airplane
They saw	big airplanes
Judy likes	to the airport
The man got out	flew away
We all want	of the plane
The little airplane	over a farm
It flew	jumped down
Jim and Judy	to ride
We can not see	the farmer
Then it flew	not too big
	over a city

airport	airplane

Comprehension Check - Group II - Monday

Tim and Judy went
They saw
Judy likes
the man got out
We all went
The little airplane
It flew
Tim and Judy
We can not see
Then it flew

a little airplane
big airplanes
to the airport
flew away
at the plane
over a farm
jumped down
to ride
the farmer
not too big
over a city

airport

airplane

Comprehension Check - Group III - Tuesday

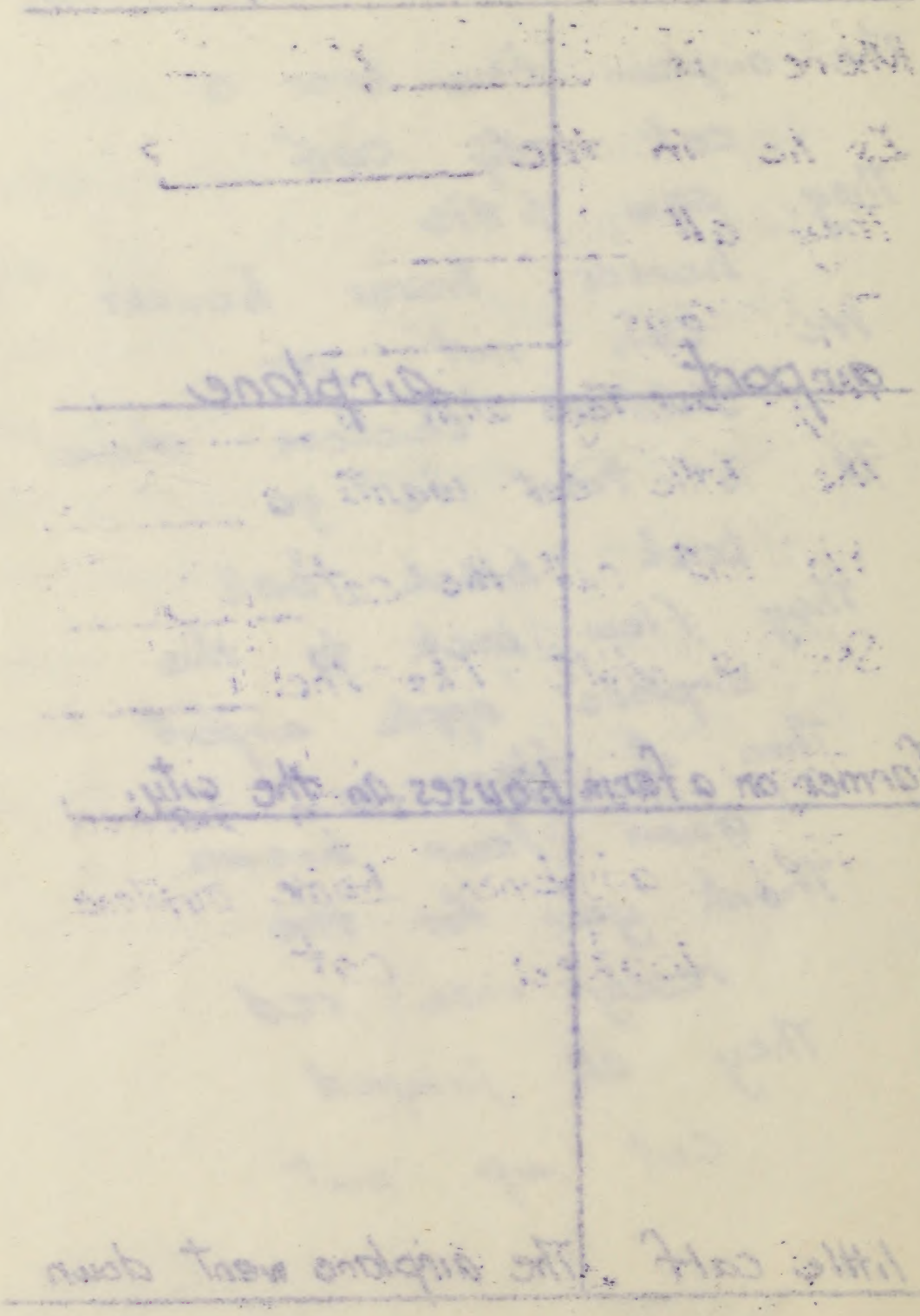
The airplane flew over a
cat city calf
They saw little
horses hoses houses
We can not see
children chickens chairs
It is time to go
back black ball
They flew back to the
airplane apple airport
Then it flew
down town brown
Thank you for the
ready ride red
They all jumped
cut up out

Comprehension Check- Group III - Tuesday

The airplane flew over a
coat city coat
They saw white
horses houses houses
We can not see
Children chickens chairs
It is time to go
book block ball
They flew back to the
airplane apple airport
Then it flew
down town brown
Thank you for the
ready ride red
They all jumped
cut up out

Comprehension Check - Group III - Wed.

airport	airplane
a farmer on a farm	houses in the city
a little calf	The airplane went down



Comprehension Check- Group III - Thursday

Where is _____?

Is he in the _____?

They all _____

Then Tags _____

They saw Tags with a _____

The little cat wants a _____

We will call the cat _____

She is white like the _____

Tags Twinkle farm barked
Tudy airplane home airplane
looked cat

Comprehension Check- Group III- Thursday

Where is _____?

Is he in the _____?

They all _____

Then Tops _____

They saw Tops with a _____

The little cat wants a _____

He will call the cat _____

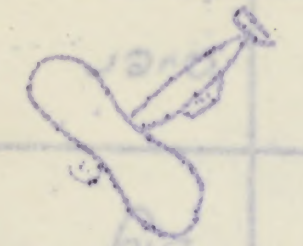
She is white like the _____

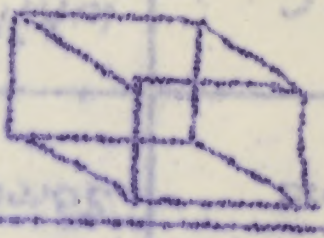
Tops Twinkle Farm barked

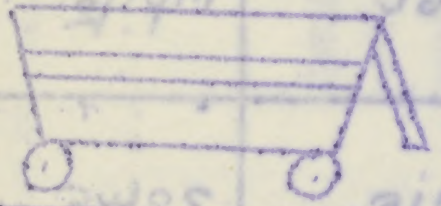
Judy airplane home airplane

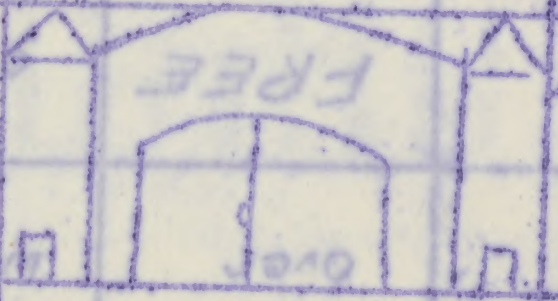
looked cat

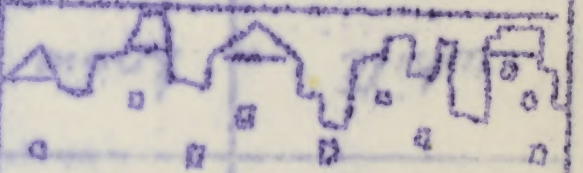
Comprehension Check - Group III - Friday











box

airplane

wagon

house

city

airport

B	E	A	N	O
big	over	white	some	know
know	big	over	white	some
white	know	FREE	over	white
some	some	some	big	big
over	white	big	know	over

Sample Beano Sheet - Group III

Sample Spec Sheet - Spec Sheet II

[illegible]...GROUP XV...Pages 63-91

Monday

all the airplanes

not too big

I know this man

flew away

over a farm

Tuesday

on the farm

out of the airplane

faster and faster

looked down

can not see children

Wednesday

time to go back

down to the airport

Where is Tags?

looked for Tags

barked and barked

Thursday

with a cat

Kittie White cat

wants a home

call it Twinkle

ready to go home

Friday

on the train

Here we are

black and white cows

want some milk

to the hen house

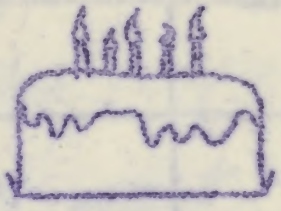
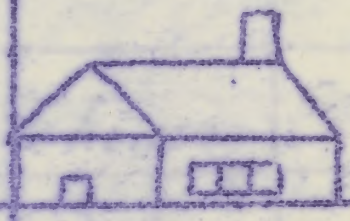
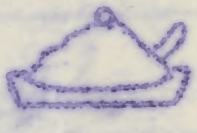
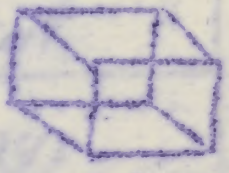
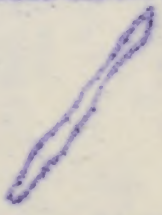
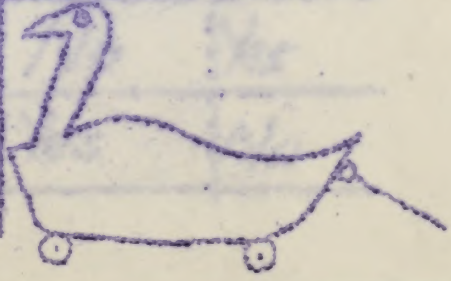
buried and buried	
looked for Tags	
There is Tags	
down to the airport	
time to go back	
Negative	
can not see children	
looked down	
Tabor mountains	
out of the airplane	
on the plane	
Tuesday	
over Africa	
flew away	
I lived this way	
not too far	
all the children	
Monday	
	white & red
	Black white ship
	made a home
	eat it quick
	ran to the home
	Sunday
	on the plane
	flew to the
	black and white plane
	went home with
	to the two home

Job Sheets - Group IV

Monday	Tuesday	Wednesday
1. Tachistoscope	1. Oral - Jim + Judy, 127-131	1. Teacher
2. Teacher	2. Tachistoscope	2. Comp. Check
3. Oral - Jim + Judy, 123-27	3. Teacher	3. Oral - Jim + Judy, 131-37
4. Comprehension Check	4. Comp. Check	4. Tachistoscope
5. Silent - Painted Calf, 1-8	5. Silent - Painted Calf, 9-13	5. Silent - Painted Calf, 14-19
6. Fish	6. Beano	6 "I am Thinking of a Word"

Thursday	Friday
1. Comp. Check	1. Silent - Painted Calf, 25-31
2. Silent - Painted Calf, 20-25	2. Oral - Jim + Judy, 142-53
3. Tachistoscope	3. Teacher
4. Teacher	4. Tachistoscope
5. Oral, Jim + Judy 137-41	5. Comp. Check
6. Fish	6. Beano

Comprehension Check - Group IV - Monday

Jim's toy	
ice cream	
a stick	
birthday cake	
a house	
a big box	

Comprehension Check- Group IX- Monday

Jim's toy

ice cream

a stick

birthday cake

a house

a big box

Comprehension Check - Group II - Tuesday

The farm is in the city.	
An airplane can go up.	
The barn is red.	
Tags jumped over the house.	
Mother can make cake.	
Children do not like cake.	
Tags barked at the cat.	
The farmer gets hay.	

Yes	No	No	Yes
No	Yes	Yes	No

Comprehension Check- Group D- Tuesday

Yes	No	No	Yes
No	Yes	Yes	No

Comprehension Check - Group IV - Wed.

Find the answers in your book.

Why was Mother Hen happy?

What did the man want?

Where will he put the chickens?

What came to the farmer?

Who did not go in the box?

What did Black Rooster say?

Who put the rooster in the box?

Where did the box go?

Comprehension Check - Group B - Week

Find the answers in your book.

Why was Mother Hen happy?

What did the men want?

Where will he put the chickens?

What came to the farmer?

Who did not go in the box?

What did Jack Rooster say?

Who put the rooster in the box?

Where did the Box go?

Comprehension Check- Group III- Thurs.

little black rooster	the farmer's wife
two windows	a gray rabbit
a white house with a blue roof	a boy and girl

Comprehension Check- Group IX- Friday

say "Peep."

like ice cream.

run to Mother Hen.

are yellow.

ride in a car.

like to play ball.

are in a hen house.

like cake.

Chickens	Chickens	Children	Children
Children	Children	Chickens	Chickens

Comprehension Check- Group 3c- Friday

Say "Peep"

like ice cream.

run to Mother Hen.

are yellow.

ride in a car.

like to play ball.

are in a hen house.

like cake.

Chickens	Chickens	Children	Children
Children	Children	Chickens	Chickens

B	E	A	N	O
friends	every	wife	every	friends
roof	friends	grade	friends	roof
grade	roof	FREE	roof	grade
wife	grade	friends	wife	wife
every	wife	every	grade	every

Sample Beano Sheet - Group IV

PHRASES....GROUP IV....Pages 123-133

Monday

went to school

first day at school

in the First Grade

house for the rabbit

something to eat

Tuesday

little red roof

little blue door

no one lives

about the little boy

a good story

Wednesday

in the woods

cried and cried

find a home

Tell us how

do not know the way

Thursday

met Yellow Cat

I have not been

on want the friends

How do you do

knows the way

Friday

the little white house

up on my back

every one jumped up

We are so happy

Good-by, good-by

Monday

went to school

first day at school

in the Three Bears

house for the night

something to eat

Tuesday

little Miss Muffet

sat on a tuffet

ate her curds and whey

there came a spider

and sat down

beside her

and frightened Miss Muffet away

Wednesday

I have not been

well today so

can't take the pictures

to show to Mrs

Thursday

Chop-Sy, Chop-Sy

He ate no meat

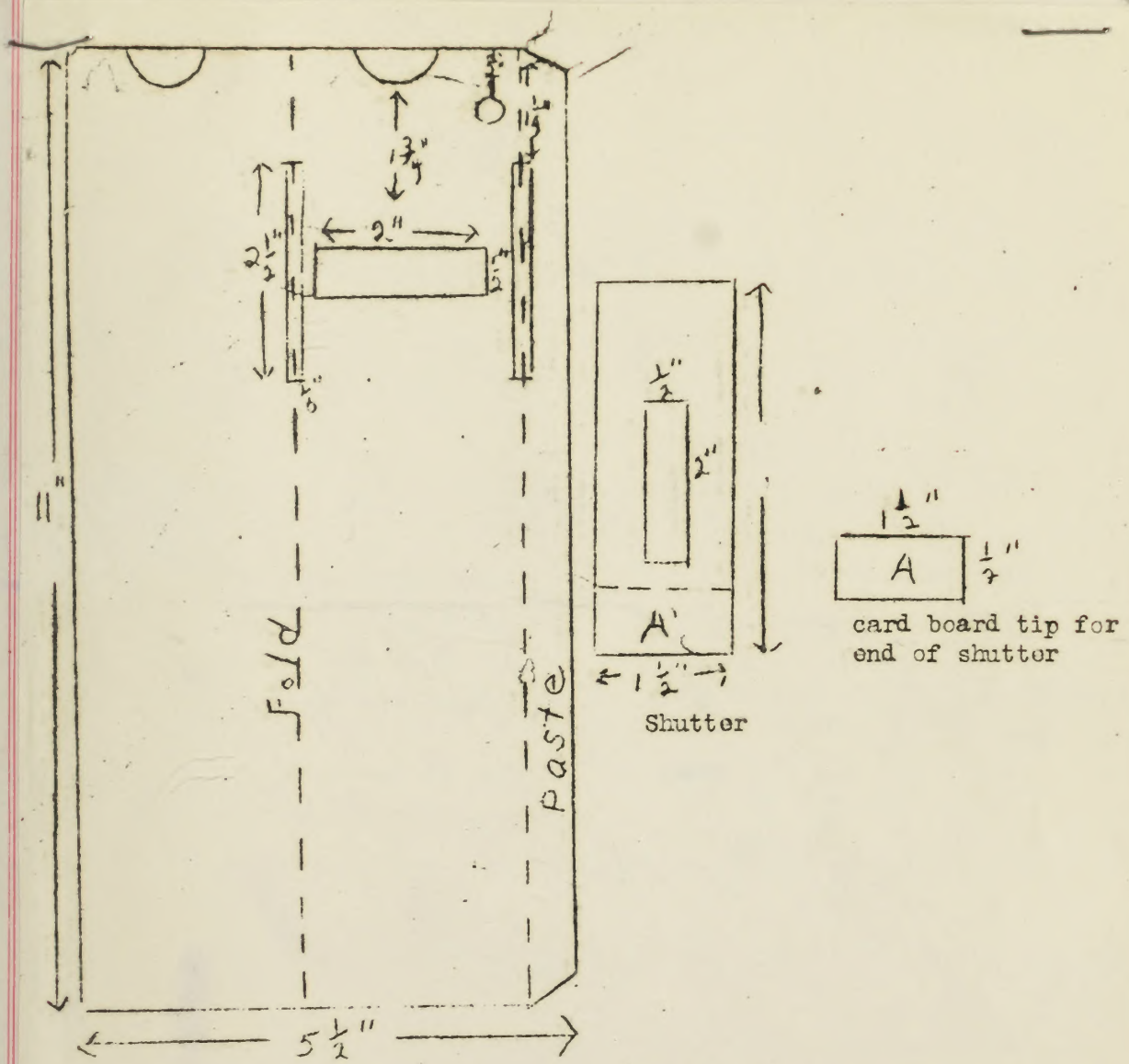
Chop-Sy, Chop-Sy

Fell on the floor

Do not know the end

CLASSROOM ANALYSIS OF READING

| Names | | |



Directions for making tachistoscope

Cut on solid lines.

Fold on dotted lines.

Use oaktag. To make the shutter stronger paste a small piece of cardboard (A) on as shown.

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